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ABSTRACT

This resource guide contains a list of materials on drug and alcohol prevention for secondary school students. The information is divided into three sections: (1) prevention materials, including information on inhalants, AIDS, sports and drugs, and sex and alcohol; (2) studies, articles, and reports on secondary school students, including adolescent steroid use, school crime, and drug use among Black, White, Native American, and Asian American high school seniors; and (3) a list of groups, organizations, and programs that concern secondary school students and drug and alcohol related areas. (JE)

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Center for Substance Abuse Prevention

ED 383 985

Alcohol, Tobacco, and Other Drugs Resource Guide

Drug-Free by the Year 2000

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Secondary School Students

January 1995

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From the Director of CSAP...

Secondary school students face challenges every day. Staying on top of their studies, socializing with friends, participating in family and community events, working part-time jobs—these youth lead busy, productive lives.

We at CSAP are committed to keeping their lives healthy and drug-free. By staying away from alcohol, tobacco, and other drugs, these youth can reach their highest potential. We look forward to working with you—teachers, coaches, and peer counselors—as we strive together for drug-free schools and communities across this Nation. Prevention *Works!* Now let's make it work for everyone!

Elaine M. Johnson, Ph.D.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Substance Abuse and Mental Health Services Administration

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The listing of materials or programs in this resource guide does not constitute or imply endorsement by the Center for Substance Abuse Prevention, the Public Health Service, or the Department of Health and Human Services. The materials have been reviewed for accuracy, appropriateness, and conformance with public health principles.

This Alcohol, Tobacco, and Other Drugs Resource Guide was compiled from a variety of publications and data bases and represents the most current information to date. It is not an all-inclusive listing of materials on this topic. This guide will be updated regularly, and your comments or suggestions are welcome. To suggest information or materials that might be included in updated editions, please write to the **National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20847-2345.**

Produced by CSAP's National Clearinghouse for Alcohol and Drug Information, Karen Zuckerman, editor, and Peggy Lytton, publications manager.

For further information on alcohol, tobacco, and other drugs, call 1-800-729-6686, 301-468-2600, or TDD 1-800-487-4889.

Please feel free to be a "copy cat," and make all the copies you want. You have our permission!

Prevention Materials for Secondary School Students

Inhalants: The Tricky Drugs

Year: 1992

Format: VHS Video

Length: 7 Minutes

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Elementary and Jr. High Youth

Setting: School and Community Organizations

Availability: Syndistar, Inc., 125 Mallard Street, Suite A, St. Rose, LA 70087-9471; 800-841-9532

Hosted by two teenagers, this video teaches young people about the dangers of using inhalants. It explains the signs and effects of inhalant use and portrays convincing ways of resisting peer pressure. The video is designed to enhance self-esteem and advises youth to turn to a trusted friend for support and guidance instead of turning to drugs.

Hard Facts: Speak Up and Speak Out: Learning to Say No to Drugs; Dare to be Different: Resisting Drug Related Pressure

Year: 1988

Format: VHS Video

Length: 56 Minutes

Topic: Alcohol and Other Drugs and Prevention

Target Audience: College Students, Jr. and Sr. High Youth

Setting: Home and School

Inventory No.: VHS20

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

This video contains three 15- to 22-minute episodes. *Hard Facts* dramatizes the devastating effects that alcohol, marijuana, cocaine, and crack have on a high school class during the 4 years leading to graduation. *Speak Up* uses the scenario of a senior class trip to illustrate techniques students can use to resist peer pressure and refuse drug use. *Dare to be Different* focuses on the importance of goals and values in resisting pressure to use drugs.

Learning To Live Drug Free

Year: 1990

Format: Curriculum

Length: 40 Sessions

Topic: Alcohol and Other Drugs and Prevention

Target Audience: AOD Prevention Professionals and Educators

Setting: Community Organization and School

Inventory No.: BKD518

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

This curriculum provides a flexible framework for classroom-based prevention efforts for kindergarten through grade 12. It presents the stages of child development as they relate to drug prevention, facts about drugs, suggested lesson plans, tips on working with parents and the community, and a resource section for further information. Teachers can integrate prevention messages into their classroom presentations.

Straight at Yo

Year: 1988

Format: VHS Video

Length: 50 Minutes

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Jr. High Youth

Setting: School

Inventory No.: VHS19

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

Kirk Cameron, star of ABC's *Growing Pains*, talks with students about the pressure to use drugs and the benefits of choosing a positive and healthy lifestyle. Classroom scenes are supplemented by animation and flashbacks that depict how youngsters can more effectively deal with real-life situations. (Guide available.)

Downfall: Sports and Drugs

Year: 1988

Format: VHS Video

Length: 29 Minutes

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Jr. and Sr. High Youth, Athletes, and Recreation/Sports Personnel

Setting: Recreation/Sports

Inventory No.: VHS13

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

This documentary profiles athletes whose careers were destroyed by drugs, especially steroids. Scenes of the athletes performing are mixed with present day, sobering interviews. Athletes who compete drug-free are also featured. (Guide available.)

The Teenage Alcoholic

Year: 1991

Format: Booklet

Length: 13 Pages

Topic: Alcohol and Prevention

Target Audience: Sr. High Youth and Parents

Setting: School and Community Organization

Readability: Average

Availability: Life Skills Education, 314 Washington Street, Northfield, MN 55057-2025; 1-800-783-6743

This booklet discusses teen alcoholism and looks at why alcohol is the drug of choice for many teenagers. The booklet counters myths about teen alcoholism, addresses alcoholism as a "family problem," and lists signs and symptoms of the disease. Resources for help and information are included.

Private Victories

Year: 1988

Format: VHS Video

Length: 120 Minutes

Topic: Alcohol and Other Drug Prevention, Intervention, and Treatment

Target Audience: AOD Prevention Professionals, Elementary and Sr. High Youth

Setting: Health Care and School

Inventory No.: VHS14

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

This video contains four 29-minute episodes. The dramas emphasize that young people can achieve private victories by caring enough about themselves to reject drugs. By deciding against drugs, the episodes show, friends will be encouraged to do the same. (Guide available.)

How Getting High Can Get You AIDS

Date: 1991

Format: Booklet

Length: 2 Pages

Topic: Alcohol and Other Drugs and AIDS

Target Audience: Young Adults

Setting: Community Organization

Readability: Average

Inventory No.: PHD573

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

This colorful fold-out leaflet, enlivened with comic-book style drawings, takes a serious look at the drugs and AIDS connection. Targeted towards teenagers, the leaflet discusses how getting high on drugs can cloud judgement and lead to risky behaviors. The leaflet explains how the AIDS virus is transmitted and emphasizes that AIDS is another way drugs can kill.

If You Change Your Mind

Year: 1991

Format: VHS Video

Length: 30 Minutes

Topic: Alcohol and Other Drugs and Prevention, Intervention, and Treatment

Target Audience: Educators and Jr. High Youth

Setting: School

Inventory No.: Video VHS47; 50 Student Magazines and 1 Teacher's Guide PHD621

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

This video documentary, winner of the 1992 CINE Award, was produced entirely by middle school students for other school children. It presents a child's perspective on drug abuse and its effects. In conjunction with the student magazine and 16-page teacher's guide, this video is a teaching tool to help students learn about the consequences of drug abuse.

Inhalants and Their Effects

Year: 1992

Format: Booklet

Length: 13 Pages

Topic: Drugs and Prevention

Target Audience: General Public, Sr. and Jr. High Youth

Setting: School

Readability: Average

Availability: Life Skills Education, 226 Libbey Parkway, Weymouth, MA 02189; 1-800-783-6743

This booklet explains how inhalants affect the brain and other parts of the body. It states that long-term inhalant users are at an increased risk for cancer and that youth are particularly vulner-

able to the dangers of inhalants. The booklet looks at reasons why people may begin using inhalants and urges teenagers and young adults who are currently using inhalants to seek counseling for help.

Coping with an Alcoholic or Drug-Abusing Parent

Year: 1992

Format: Booklet

Length: 15 Pages

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Parents and families of Sr. High Youth

Setting: School and Community Organization

Readability: Average

Availability: The Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743; 800-99-YOUTH

This booklet looks at ways in which youth are affected by a substance-abusing parent's behavior. The author points out roles these children may take on and common problems that they may experience. The pamphlet also discusses where families can find help and ways to cope during the recovery process.

About Sex and Alcohol

Year: 1992

Format: Booklet

Length: 15 Pages

Topic: Alcohol and Prevention

Target Audience: Sr. High Youth, College Students, and General Public

Setting: Home and School

Readability: Fairly Difficult

Availability: Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373; 1-800-628-7733

This booklet warns that "Mixing sex and alcohol is flirting with trouble." It states that alcohol lessens inhibitions and, when combined with sex, can lead to disease, unplanned pregnancy, date rape, emotional scars, and other tragedies. The booklet advises readers, if they do have sex, to have safer sex and shows through cartoon sketches the proper way to put on a condom. A resource list is included.

Drugs and Suicide

Year: 1992

Format: Book

Length: 63 Pages

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Jr. and Sr. High Youth

Setting: School and Home

Readability: Average

Availability: The Rosen Publishing Group, Inc., 29 East 21st Street, New York, NY 10010; 212-777-3017

This book looks at the connection between drug use and teen suicide, and states that many youth attempt suicide while under the influence of alcohol or other drugs. Common questions about suicide are answered and warning signs are discussed. A list of support groups and other helpful resources are included.

Tips for Teens

Year: 1992

Format: Brochure

Length: 6 Pages

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Jr. and Sr. High Youth

Setting: School and Home

Readability: Average

Inventory Nos.: Alcohol PH323; Inhalants PHD631; Smoking PHD633; Crack/Cocaine PHD640; Marijuana PHD641; Hallucinogens PHD642

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

This series of colorful, eye-catching brochures looks at the risks of alcohol, inhalants, smoking, crack/cocaine, marijuana, and hallucinogens and urges teens and their friends to stay drug-free. The brochures describe the physical and psychological symptoms of use, cite statistics, and provide resources for additional help and information. Prevention messages remind teenagers that using drugs is no longer "in," that marijuana can lead to weight gain, and that "kissing a smoker is like licking an ashtray."

By Our Own Hands

Year: 1992

Format: Stands Alone and Part of a Packet/Program--Prevention Campaign for African American Youth

Topic: Alcohol and Other Drugs and Prevention

Target Audience: AOD Prevention Professionals, Educators, and Community Service Groups

Setting: Community Organization and School

Readability: Easy

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

Traditional and non-traditional products meet the challenges of communicating alcohol and other drug abuse prevention messages to the African American community, specifically to youth who live in high-risk, inner-city environments and those individuals who influence their lives. The following materials are available as part of the campaign:

- **Community Campaign Brochure**: This three-fold information and promotional brochure discusses key prevention concepts and messages and describes how to plan campaign events. (PHD601)
- **Quick List 10 Steps to a Drug-Free Future**: This parent guide is tailored to African American adults and the community at large and offers suggestions on how to keep drugs out of the home, school, and community. (PHD602)
- **We Have Better Things To Do Than Drugs (Poster)**: This upbeat, full-color poster features African American youth engaged in a variety of fun and interesting activities, including sports, science, art, and music. (AV200)
- **We Have Better Things To Do Than Drugs (Bumper Stickers)**: Two bumper stickers are available: Teens can remind their community that "We have better things to do than drugs" (AV201) and parents and other adults can boast that "Our kids have better things to do than drugs" (AV216)

Teenagers and HIV

Year: 1992

Format: Brochure

Length: 8 Pages

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Jr. and Sr. High Youth

Setting: School and Community Organization

Readability: Average

Availability: American Red Cross, General Supply Division, 7401 Lockport Place, Lorton, VA 22079; 703-781-1007

Teens and HIV looks at AIDS from a teen's perspective. It explains how the virus can and cannot be transmitted, lists the best ways to prevent HIV infection, and urges those who think they've been exposed to the virus to be tested. The brochure suggests that those who are sexually active should engage in safer sex and reminds readers to be a friend to those who are HIV positive.

Missing Persons (The Drunk Driving Holocaust)

Year: 1992

Format: VHS Video

Length: 35 Minutes

Topic: Alcohol and Prevention

Target Audience: Sr. and Jr. High Youth

Setting: School

Availability: Cambridge Educational, P.O. Box 2153, Charleston, WV 25328; 1-800-468-4227

This video unites bereaved parents and friends, permanently disabled victims, and young inmates convicted of vehicular homicide in an attempt to educate students about the direct connection between alcohol, automobile crashes, and death. The video also dispels common myths, provides information on blood alcohol concentration (BAC), and brings the real-life consequences of mixing alcohol with driving into the classroom.

For Teens Only: Sports and Drugs

Year: 1993

Format: Brochure

Length: 6 Pages

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Recreation/Sports Personnel, Jr. High Youth, and Athletes

Setting: School and Recreation/Sports

Readability: Easy

Availability: The Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743; 1-800-99-YOUTH

This brochure, designed for teenage athletes, looks at the sports and drugs connection. It shows the dangers associated with a host of drugs and states that "In sports, there are no safe shortcuts to training and skill-building." The brochure lists resources to contact for further information and urges athletes to talk to a friend, coach, teacher, or parent if they have a problem with alcohol or other drugs.

Date Rape: What Teens Should Know

Year: 1993

Format: Brochure

Length: 6 Pages

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Sr. and Jr. High Youth

Setting: Community Organization and School

Readability: Average

Availability: The Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743; 800-99-YOUTH

"Date rape is never a form of making love," reads this brochure, ". . . because of two important elements: the lack of consent and the use of force." The brochure lists several reasons why attackers may rape, warning signs for readers to consider, and specific ways to avoid date rape. Resources are also included.

For Teens Only, Living with an Alcoholic Parent

Year: 1993

Format: Brochure

Length: 6 Pages

Topic: Alcohol and Prevention

Target Audience: Sr. and Jr. High Youth

Setting: School and Community Organization

Readability: Easy

Availability: The Bureau for At-Risk Youth, 645 New York Avenue, Huntington, NY 11743; 800-99-YOUTH

This pamphlet, specifically designed for teens, answers many questions about alcoholism and living with an alcoholic parent. The pamphlet stresses that children are never responsible for a parent's drinking and that alcoholism is a disease. Resources are also included.

Drugs in the Schools: Preventing Substance Abuse (Student Text)

Year: 1992

Format: Booklet

Length: 44 Pages

Context: Part of Drugs in the Schools Curriculum

Topic: Alcohol and Other Drugs and Prevention

Mode of Delivery: Instructor-led

Target Audience: Jr. High Youth

Setting: School

Readability: Easy

Availability: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302; 818-591-9321

Drugs in the Schools is a grade 6-9 program that helps students develop a sense of responsibility for solving substance abuse problems. By developing a plan to confront substance abuse in fictitious Jackson Middle School, students learn to combat or prevent a possible substance abuse problem in their own school. The curriculum contains seven interactive lesson plans and features cartoon sketches scattered throughout the booklet. A teacher's guide is included.

"I Made It!": Kids Who Stay in School

Year: 1991

Format: VHS Video

Length: 14 Minutes

Context: Part of a Packet/Program--Comes with a Teacher's Guide

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Jr. and Sr. High Youth and African Americans

Setting: School and Urban

Availability: Human Relations Media, 175 Tompkins Avenue, Pleasantville, NY 10570; 1-800-431-2050

This video, produced by NBC News, interviews students and teachers in a New Jersey high school with a 60 percent senior graduation rate. Dropouts discuss their regrets and jealousies and students boast of their "extra edge" from staying in school through graduation. Scenes of the graduation ceremony, prom, and other high school activities are featured.

Spread the Word: Teens Talk to Teens About AIDS

Year: 1991

Format: VHS Video

Length: 28 Minutes

Context: Part of a Packet/Program--Comes with a Teacher's Guide

Topic: Intravenous Drugs and Prevention

Target Audience: Jr. and Sr. High Youth and College Students

Setting: School and Community Organization

Availability: Human Relations Media, 175 Tompkins Avenue, Pleasantville, NY 10570; 1-800-431-2050

Teens discuss their fears, beliefs, and knowledge of HIV/AIDS in this video directed at other teens. Two adolescents infected with HIV share their stories and state how the virus can and cannot be transmitted. The video features a Hispanic theater troupe performing an AIDS message, a group of students who are deaf working on the AIDS quilt, and an interview with Ryan White.

Complete Student Assistance Program Handbook: Techniques and Materials for Alcohol/Drug Prevention and Intervention in Grades 7-12

Year: 1992

Format: Book

Length: 373 Pages

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Educators, AOD Prevention Professionals, and Policymakers/Administrators

Setting: School

Readability: Average

Availability: The Center for Applied Research in Education, Simon & Schuster, Order Processing Center, P.O. Box 11071, Des Moines, IA 50336-1071; 1-800-947-7700

This handbook provides counselors, administrators, and student assistance personnel with the skills necessary to help pupils suffering with alcohol- and other drug-related problems. The handbook includes a comprehensive guide on how to set up and run a student assistance program, as well as three curricula that contain session-by-session guidelines and ready to use materials.

If You Use Steroids, These Aren't the Only Things Stacked Against You

Organization: American Academy of Orthopaedic Surgeons, 222 South Prospect Avenue, Park Ridge, IL 60068

Year: 1993

Format: Brochure

Length: 4 Pages

Topic: Steroids and Prevention

Target Audience: Jr. and Sr. High Youth and Athletes

Setting: School and Recreation/Sports

Readability: Average

Inventory No.: PHD624

Availability: National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686

This brochure warns young athletes that using anabolic steroids is risky business. It shows that the physical effects of steroids, such as acne, hair loss, and stunted growth, are all "stacked" against users and that the steroid habit is hard to kick. Athletes are advised to "think again" before using steroids and are reminded that "Steroids Don't Work Out!"

AIDS: What Teens Need to Know

Year: 1993

Format: Workbook

Length: 32 Pages

Context: Part of a Packet/Program--Comes with a Teacher's Guide

Topic: Alcohol and Other Drugs and Prevention

Target Audience: Jr. and Sr. High Youth

Setting: School

Readability: Average

Availability: Weekly Reader Corporation, 3001 Cindel Drive, P.O. Box 8996, Delran, NJ 08370-8996; 1-800-446-3355

AIDS: What Teens Need to Know is intended for students in grades seven and up. It contains information that can help eliminate the unfounded fears and myths surrounding the spread of the disease. The workbook provides facts to help students develop the desired understanding and responsible behavior that can prevent individuals from contracting AIDS. A teacher's guide is also included.

Right Turns Only!

Year: 1993

Format: VHS format

Length: seven tapes

Topic: Alcohol and Other Drugs Prevention

Target Audience: Young Adolescents

Setting: School

Availability: Office of Television Resources, Bonnie F. Johns Educational Media Center, Prince Georges' County Public Schools, 8437 Landover Road, Landover, MD 20785, 301-386-1619.

Right Turns Only! is a television program designed for young students with an accompanying parent's, student's, and teacher's guide. Seven shows focus on the following topics: group belonging and peer pressure, responsibility and identity, goals and the media's mixed message, strength of families and the challenge of alcoholism and other drug abuse, alcohol and other drugs and at-risk behavior concerning AIDS and teenage pregnancy, problem solving and how to deal with hard times, and life can be fun. Students are encouraged to participate in several activities after watching the film, including role-playing, group discussion, identifying related news events in the media, and creating posters.

Mirame: Look At Me

Year: 1993

Format: VHS Video

Length: 18 sessions

Topic: Alcohol and Other Drugs Prevention

Target Audience: Hispanic Children

Setting: School

Availability: South Texas Health Research Center, the University of Texas, Health Science Center at San Antonio, 7703 Floyd Curl Drive, San Antonio, TX 78284-7791; 210-614-4496

Mirame: Look At Me is designed for anyone who leads group activities for Hispanic children ages 9 to 13 years old. The video-based discussion guide has 18 sessions; each session includes topics; specific questions on program themes and activities; exercises that link the program's concepts to action; and, in some cases, take home exercises. Four of the 18 sessions show ordinary adolescents successfully engaged in healthy behaviors; 3 sessions show skills to resist social pressure to use alcohol, tobacco, and other drugs; 6 sessions provide role models who demonstrate interpersonal skills for managing family, school, and social life; and 5 sessions focus on creating a positive social support network.

Studies, Articles, & Reports on Secondary School Students

Government Publications and Journal Articles

Healthy Youth 2000: National Health Promotion and Disease Prevention Objectives for Adolescents

In *Healthy People 2000: National Health Promotion and Disease Prevention Objectives*, U.S. Public Health Service, December 1990

(Available from Betsy J. Davis, American Medical Association, Department of Adolescent Health, 515 North State Street, Chicago, IL 60610.)

Healthy People 2000 is a blueprint that sets broad health goals for the American people. The three principal goals for the 1990s are to: (1) increase the span of healthy life of Americans; (2) reduce health disparities among Americans; and (3) provide access to preventive services for all Americans. To promote the achievement of the objectives, the American Medical Association (AMA) has received funding to focus on the adolescent population through its Healthier Youth by the Year 2000 project. This project includes the publication of a multi-disciplinary, modular newsletter, *Target 2000*. To simplify the task of identifying and working specifically with the adolescent health objectives, the AMA has assembled this volume. Adolescents are defined as 10-24 year olds, and the objectives were selected from *Healthy People 2000* about that age group. The information is divided into two sections. This first section lists objectives pertaining only to adolescents or addressing issues central to adolescent health, such as physical activity and fitness, nutrition, tobacco, and alcohol and other drugs. The second section includes additional objectives organized according to roles for professionals in health care, education, community, and government contexts.

Smokeless Tobacco Use Among Native American School Children

Bruerd, B.

Public Health Reports 105(2):196-201, 1990

(Available from Ms. Bonnie Bruerd, 1095 Kathy Way South, Salem, OR 97306.)

Seven published and two unpublished surveys of Native American school children's use of smokeless tobacco (ST) are reviewed. The surveys represent school children in South Dakota, Montana, Nebraska, Washington, Arizona, New Mexico, and Alaska. This review describes and discusses the survey methods,

prevalence, duration, and intensity of ST use, and ST health effects documented in these studies. Prevalence of regular ST use ranges from 18 percent in kindergartners through 6th graders to 55.9 percent among 9th and 10th graders. In two studies that surveyed kindergartners, regular use was reported at 13 percent in one study and 21 percent in the other. Comparisons to use by non-Native Americans, as reported in surveys, demonstrate the severity of the problem in Native American communities. There appear to be three significant findings related to Native American ST use: (1) young age of onset of ST use, (2) similar prevalence of use among adolescent boys and girls, and (3) higher overall prevalence of ST use when compared to non- Native American populations. Acceptance of the habit, peer pressure, and addiction seem to be contributing to the high ST use in Native American communities.

African-American and Hispanic-American Adolescents, HIV Infection, and Preventive Intervention

Schinke, S. P.; Botvin, G. J.; Orlandi, M. A.; Schilling, R. F.; and Gordon, A. N.

AIDS Education and Prevention 2(4):305-312, 1990

(Available from Steven P. Schinke, Columbia University, School of Social Work, 622 West 113th Street, New York, NY 10025.)

This paper considers strategies for preventing human immunodeficiency virus (HIV) infection among African-American and Hispanic-American adolescents. The authors describe culturally sensitive interventions based on social learning theory. The interventions combine elements of cognitive-behavioral skills for problem solving, coping, and interpersonal communication with elements of ethnic pride and HIV facts. The paper discusses the strengths and limitations of skills intervention for AIDS prevention and concludes with directions for research.

AMA Profiles of Adolescent Health: America's Adolescents: How Healthy Are They?

Gans, J. E.; Blyth, D. A.; and Gaveras, L. L.

Report, American Medical Association, 1990

(Available from the Department of Adolescent Health Profiles NL012690, American Medical Association, 535 North Dearborn Street, Chicago, IL 60610.)

This is the first volume in a new series that focuses on major issues in adolescent health. The purpose of the AMA Profiles of Adolescent Health is to provide a useful set of references for planning, advocacy, teaching, and community education. The series is intended for people who work with or on behalf of adolescents and who want to know more about the state of their health. Although it provides important information on various topics in adolescent health, the series is not a guide to working with individual adolescents. Each volume in the series is arranged in a question and answer format and the following questions are answered in this publication: How severe and widespread are adolescent health problems? What are adolescents doing and experiencing that threatens their health? Are adolescents more at risk today than in the past? Which adolescents are more at risk for particular health problems? What can be done to improve the health

of America's adolescents? Topics discussed include: violence, alcohol, tobacco, drugs, suicide, sexual activity, injuries, pregnancy, and recommendations for improvement in services for adolescents.

NIDA Prevention Effort Links Teenage AIDS, Drug Use, and Sexual Behavior

Public Health Reports, January/February 1991

As part of a broad drug education and drug use prevention effort directed toward the Nation's teenagers, the National Institute on Drug Abuse recently released a statistical overview that relates drug use, risky behavior, and AIDS in this age group. About half of all American high school seniors have used illegal drugs. About 1 in 6 was currently using marijuana and more than 90 percent of these students had tried alcohol, some using it in substantial amounts. As a group, American teenagers are sexually active. Evidence indicates that sex and drug use are linked among teenagers. Teenagers as a group are of special concern because they are a growing proportion of HIV-infected persons. Further statistics from this NIDA study, and their implications, are discussed in this brief article.

Peer Group Influence as a Factor in Smoking Behavior of Adolescents

van Roosmalen, E. H.

Journal of the American Medical Association 264(12):1591, 1990

(Available from Susan A. McDaniel, Department of Sociology, University of Alberta, Edmonton, Alberta T6G 2H4, Canada.)

Adolescents, as the fastest growing group of smokers, have been a focus and concern of health educators and researchers. Adolescent smoking is of particular interest because initiation and early habits are known to have important implications for lifetime smoking or cessation. Despite the well-known centrality of the peer group in adolescent behavior, smoking cessation programs have been largely directed toward individuals rather than groups, with emphasis on encouraging the individual to say "no." In this article, smoking behavior and peer group patterns among a sample of 1,689 eighth-grade students from southern Ontario were analyzed to ascertain possible differences. It was found that peer groups are crucially important in the initiation of smoking among young adolescents, particularly girls. The patterns of indirect peer influence on girls is such that girls are less likely to stop smoking once they have begun than are boys.

Adolescent Steroid Use

Report, Office of the Inspector General, February 1991

(Available from the Office of the Inspector General, 330 Independence Avenue, SW, Washington, DC 20201.)

This report describes the non-medical use of steroids by adolescents, suggests appropriate education and intervention strategies, and recommends areas for research. The study employed by NIDA included professional literature, 30 experts, and 72 current or former steroids users. Findings showed that over one

quarter million adolescents have used steroids; adolescent steroid use starts early and often follows a prolonged intense pattern; adolescents' steroid use is motivated by socially acceptable values and life-stage concerns with appearance and peer approval; adolescents are at special risk for adverse results of steroid use; experts link steroid use to serious psychological and physical health risks; experts recommend education of adolescents and adults as the best solution to the steroid use problem; and testing and controlled substance status can be potential deterrents to steroid use. Recommendations were that a national steroid education strategy be developed and that further medical and scientific research be conducted. 37 Ref.

Preventing Adolescent Drug Use: From Theory to Practice

Goplerud, E. N.

Rockville, MD: Center for Substance Abuse Prevention, 1991

(Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345.)

This book is testimony to the growing body of knowledge that has resulted from the combined efforts of clinicians and researchers. The authors describe the complex world of adolescents, their families, the transitions that influence their development and behavior, and the factors that place them at risk for alcohol and other drug use and for progression to addictive use. The book also contains practical information about methods of identifying, reaching, retaining, and serving adolescents and their families. A major theme throughout the book is the need to reach and intervene early with youth before the onset of adolescence.

Effect of Drug and Alcohol Education on Attitudes of High School Students

Lignell, C., and Davidhizar, R.

Journal of Alcohol and Drug Education 37(1): 31-37, 1991

The effects of a 3-week alcohol and drug education course on a group of ninth graders' attitudes and opinions about alcohol and drugs are examined. The course included lectures and group discussions. Films were presented on drunk driving and fetal alcohol syndrome. Guest lecturers included a social worker, a nurse, and a substance abuse prevention specialist from the health department. The first portion of the Fishbein/Ajzen Model, which measures the strength of beliefs and opinions about an object, was used to measure the students' beliefs and opinions about alcohol use. This instrument was used both prior to and after completion of the course. It was found that the total attitude score for all the students changed in the desired direction, indicating stronger attitudes against using and abusing drugs and alcohol, polydrug use, dependency, social pressure, and media influence and in favor of legal restrictions and education. 18 Ref.

School Crime: National Crime Victimization Survey Report

Bastian, L. D., and Taylor, D. M.

Report, September 1991

(Available from the Justice Statistics Clearinghouse/NCJRS, U.S. Department of Justice, Box 6000, Rockville, MD 20850.)

The National Crime Victimization Survey was administered during the first half of 1989. The data collected represent an estimated 21.6 million students, ages 12 to 19 years. This analysis accounts for crime experienced by different groups: males and females; blacks and whites; Hispanics and non-Hispanics; and central city, suburban, and rural residents. It also accounts for selected characteristics of schools and students: public and private, grade levels, and security measures. This study asked students for their perceptions of crime issues such as "How difficult were drugs or alcohol to obtain at school? How prevalent were street gangs in school? How fearful were students of being attacked at school?" Information also was gathered on the school environment, victimization, and the efforts to avoid becoming a victim. The questionnaire used for the survey is presented.

Drug Use Among American High School Seniors, College Students and Young Adults, 1975-1990, Volume I

Johnston, L. D.; O'Mally, P. M.; and Bachman, J. G.

Report, 1991

(Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847.)

This comprehensive report published by NIDA presents the results of the 16th national survey of the drug use and related attitudes of American high school seniors, college students, and young adults. Two of the report's major topics include the current prevalence of drug use among seniors and trends in drug use by seniors since the study began in 1975. Content areas covered in this report include: trends in drinking alcohol, illicit drug use, and cigarette smoking according to age, college/non-college, and gender; study design and procedures; prevalence of drug use among seniors; trends in drug use among seniors; use at earlier age levels; degree and duration of drug highs; attitudes and beliefs about drugs among seniors, particularly about harm, marijuana, approval and legality; the social milieu for seniors, particularly attitudes of parents and friends; exposure and availability of drugs; use of non-prescription stimulants; daily use of marijuana; racial and ethnic differences; recent declines in cocaine and marijuana use; changes in use during pregnancy; and information about dropouts. Drugs discussed include: marijuana, cocaine, stimulants, hallucinogens, LSD, PCP, inhalants, nitrites, barbiturates, methadone, tranquilizers, heroin, opiates, cigarettes, and alcohol.

AIDS Risk Knowledge, Attitudes, and Behavioral Intentions among Multi-Ethnic Adolescents

Dusenbury, L.; Botvin, G. L.; Baker, E.; and Laurence, J.

AIDS Education and Prevention
3(4):367-375, 1991

The purpose of this study was to determine how much young adolescents know about AIDS and AIDS risk and to identify areas of confusion that might serve as important targets of educational intervention. A multiethnic (43

percent white, 33 percent black, 18 percent Latino) sample of 303 seventh-grade students (48 percent male) in 3 schools in the greater New York area completed questionnaires assessing knowledge, attitudes, and behavioral intentions concerning AIDS and AIDS risk. Consistent with previous studies with older adolescents, the major finding in this study was that young adolescents had a high degree of knowledge concerning AIDS and AIDS risk. There were two areas of confusion concerning AIDS risk. Specifically, 31 percent of adolescents did not correctly identify "not having sex" as the most effective way of preventing AIDS, and 33 percent believed that AIDS could be spread through casual contact. Findings are discussed in terms of their implications for prevention.

Alcohol Consumption and Sexual Risk-Taking in Adolescents

Leigh, B. C., and Morrison, D. M.

Alcohol Health and Research World
15(1):59-63, 1991

Considerable research has shown that the use of alcohol is correlated with early sexual activity, and a smaller body of work has suggested that the use of alcohol may be related to nonuse of contraception in adolescents. Most of this existing research comes from small, nonrepresentative samples, specific contraceptive methods often are not distinguished, and cultural and ethnic differences have not been explored fully. It is contended that as yet no definitive casual relationship is established between alcohol use and unprotected intercourse. Identifying whether the cause of alcohol-related sexual risk-taking lies with the individual, the alcohol, or the environment in which both exists is an important step in identifying appropriate strategies for intervention. 48 Ref.

The Effects of Alcohol Abuse on the Health of Adolescents

Arria, A. M.; Tarter, R. E.; and Van Thiel, D. H.

Alcohol Health and Research World
15(1):52-57, 1991

A person's physical and mental state changes rapidly and profoundly during the developmental period of adolescence. There is a deficient amount of research into the possibly deleterious effects of alcohol abuse on development and general health in adolescents. A summary is provided of the prevalence of adolescent alcohol use and abuse. The reasons for the lack of attention directed at adolescent health issues are examined. The current status of knowledge about the biomedical consequences of adolescent alcohol use is reviewed. Research strategies are suggested that might lead to clarification of the influence of adolescent alcohol use on health. 47 Ref.

Adolescent Alcohol Decisions

Fischhoff, B., and Quadrel, M. J.

Alcohol Health and Research World
15(1):43-51, 1991

Making decisions related to alcohol consumption requires both specific knowledge and general cognitive skills. Decision theorists have studied knowledge and skills in a variety of settings. A review of these results suggests some ex-

planations for adolescents' alcohol- related decisions. If teens are drinking in a way that is ill-advised, it may be because they are not considering options that would make it more attractive not to drink. Life-skills training programs attempt to create such options by teaching refusal skills, socially adroit ways to avoid taking risks. Teens' drinking decisions also might be traced to their beliefs about the consequences of the options that they consider or to the tradeoffs that they are willing to make. Finally, adolescents may have difficulty making sense of complex decisions and keeping track of all the relevant considerations and so may resort to quick solutions reflecting only some of their personal beliefs and values. 57 Ref.

Alcohol Use and Abuse: Some Findings from the National Adolescent Student Health Survey

Windle, M.

Alcohol Health and Research World
15(1):5-10, 1991

Most people are aware that adolescents drink alcohol, but the patterns of alcohol use among adolescents are not well known. Three topics related to adolescent drinking are described. The first is the prevalence of alcohol consumption and heavy drinking in nationally representative samples of 8th graders and 10th graders. The second topic is the prevalence of combined alcohol and drug use in a single setting. The final topic discussed is the relationship between the age of first alcohol use and the development of heavy drinking and the combined use of alcohol and other drugs. Patterns of adolescent drinking are identified for more effective prevention and treatment of alcohol-related problems. 8 Ref.

Patterns of Alcohol Consumption Among Suburban Adolescent Black High School Students

Beck, K. H., and Zannis, M.

Journal of Alcohol and Drug Education
37(2):1-13, 1992

A survey was given to 392 black and 1,173 white students in a middle class, suburban high school by the means of an anonymous questionnaire designed to uncover the social context of youth drinking. Results showed that black adolescents drink smaller quantities less frequently than whites, are more likely to be non-drinkers, are less likely than whites to drive while intoxicated, are twice as likely as whites to report never having been drunk, and are less likely to use alcohol for relief of physical pain, stress, or sleeplessness.

Drug Use Among Black, White, Hispanic, Native American, and Asian American High School Seniors (1976-1989): Prevalence, Trends, and Correlates

Bachman, J. G.; Wallace, J. M.; Kurth, C. L.; Johnston, L. D.; and O'Malley, P. O.

Report, Institute for Social Research, 1990.
63 p.

(Available from Monitoring the Future, Institute for Social Research, The University of Michigan, P.O. Box 1248, Ann Arbor, MI 48106.)

This paper reports racial/ethnic differences in the use of licit and illicit drugs, using data from 14 nationally representative surveys of high school seniors from 1976 through 1989. Throughout the period, Native Americans had the highest prevalence rates for use of illicit drugs except cocaine, for frequent use of alcohol, and for use of cigarettes. White students had the next highest prevalence rates for most drugs. Asian Americans had the lowest prevalence rates, and black students had prevalence levels nearly as low, except for marijuana. Prevalence rates for the Hispanic groups were mostly in the intermediate ranges, except for a relatively high prevalence of cocaine use among the males. Trend patterns for most forms of drug use have been similar across subgroups, with two notable exceptions: (1) cocaine use increased somewhat more than average among Hispanic seniors and less than average among black seniors, (2) the proportions of those smoking cigarettes have declined more sharply among black than among white seniors, resulting in greater black-white differences in recent years. Multivariate analyses indicate that subgroup differences in drug use cannot be attributed to background factors such as family composition, parents' education, region, or rural-urban distinctions.

Training Teachers to Integrate Prevention Concepts into the Primary Curriculum

Koenig, L.

In *Working With Youth in High-Risk Environments: Experiences in Prevention, CSAP Prevention Monograph 12*, C. E. Marcus, J. D. Swisher, Eds., pp. 140-150. Rockville, MD: Center for Substance Abuse Prevention, 1992

(Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345.)

Sixty primary grade teachers of a New York City public school district were trained in alcohol and other drug use prevention as one component of a Center for Substance Abuse Prevention grant project. The goal of the training was to have the teachers understand the nature of addiction, to be able to recognize elements in the existing curriculum that have implications for prevention, and to develop the capacity to bring life skills training into the curriculum as a prevention strategy. Resistance to training was encountered even when teachers were offered the highest rate of compensation for their participation in this school prevention program. It is recognized that teachers today are faced with myriad expanding professional roles as well as normal family responsibilities. Consequently, the teachers were reluctant to become involved with anything that required additional time commitments. When the project staff presented their program to the teachers through another agency, however, interest was generated in participation in the more extensive training. 7 Ref.

Promoting Health Development Through School-Based Prevention: New Approaches

Schaps, E., and Battistich, V.

In *Preventing Adolescent Drug Use: From Theory to Practice, OSAP Prevention Monograph 8*, pp. 127-181. Rockville, MD: Center for Substance Abuse Prevention, 1991

(Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345.)

Early intervention is examined through new approaches to school-based prevention. Entry into school marks a major transition in the developmental path toward adulthood and autonomous functioning. And schooling itself has a pervasive influence on emotional and social development, as well as cognitive development. The school is, in essence, a major socialization influence. Research findings from four school-based early intervention programs show that models based on a holistic developmental approach and focused on promoting positive social development, rather than simply preventing problems, can lead to healthy development for some adolescents. Based on these programs and other child development research, a tentative model of socialization and social development is proposed. This model rests, in part, on the establishment of a positive affective bond between the individual child and important socializing agents and institutions. The role of these agents is to promote interpersonal relatedness, competence, and autonomy. The proposed model implies that schools should be concerned with the whole child. The model presented can serve as an initial framework for guiding demonstration research projects in school-based prevention. 112 Ref.

Violence and Illegal Drug Use Among Adolescents: Evidence from the United States National Adolescent Student Health Survey

Kingery, P. M.; Pruitt, B. E.; and Hurley, R. S.

The International Journal of the Addictions 27(12):1445-1464, 1992

(Available from Paul M. Kingery, Ph.D., M.P.H., Health Promotion Program, Texas A&M University, College Station, TX 77843-1255.)

The relationships between violence, drug use, and victimization were examined in a representative sample of American adolescents. The commonly used illegal drugs (marijuana, amyl/butyl nitrites, psychedelics, amphetamines, and cocaine) and alcohol were considered. Drug users, compared to nonusers, fought more, took more risks that predisposed them to assault, and were assaulted more both at school and outside school supervision. Adolescents who were victims at school were also more likely to be victimized outside of school supervision. This study clearly demonstrates that the aggressor may also be the victim, and that illegal drug/alcohol use is related to victimization. 43 Ref.

HIV Instruction and Selected HIV-Risk Behaviors Among High School Students: United States, 1989-91

Morbidity and Mortality Weekly Report 41(46):866-868, 1992

(Available from the CDC National AIDS Clearinghouse, P.O. Box 6003, Rockville, MD 20849-6003.)

It is suggested that efforts to prevent human immunodeficiency virus (HIV) infection and acquired immunodeficiency syndrome (AIDS) in the United States must be targeted toward persons of all age groups at risk, including adolescents. Three national school-based surveys among high school students addressed HIV-risk behavior and school-based instruction. Each survey included similar questions about HIV instruction, discussion of AIDS or HIV-infection topics with parents, and HIV-related risk behaviors. The percentage of students who received HIV instruction in school increased significantly during 1989-1991, as did the percentage of students who discussed AIDS or HIV infection with parents or other adults in their families. From 1989 to 1991, significant declines occurred in the percentages of students who reported ever having had sexual intercourse, having two or more sex partners during their lifetime, and having four or more sex partners during their lifetime. While the overall percentage of sexually active students who reported using condoms did not change significantly from 1990 to 1991, when analyzed by age group, a significant increase was reported by those under the age of 15 years. 8 Ref.

Profiles of Successful Drug Prevention Programs 1988-89: Drug-Free School Recognition Program

Report, U.S. Department of Education, Office of Educational Research and Improvement, Washington, DC, May 1990

(Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686.)

The Drug-Free School Recognition Program was formed in 1987 to seek out and honor schools that have developed exemplary programs to combat student drug use. There is a common core of experience and approach upon which each school draws; this core forms the basis of the Drug-Free School Recognition Program's indicators of success and includes: (1) recognition and assessment of drug problems, (2) setting and enforcing policies, (3) teaching drug prevention, (4) staff development, (5) student involvement, (6) parent involvement, and (7) community involvement. Entries are provided for each of the 47 winning schools from the 1988-1989 Drug-Free School Recognition Program. The summaries of each program highlight the techniques, strategies, and activities used by the winning schools and focus on the individual methods employed to combat student drug use.

The Alcohol Warning Label and Adolescents: The First Year

MacKinnon, D. P.; Pentz, M. A.; and Stacy, A. W.

American Journal of Public Health 83(4):585-587, 1993

(Available from David P. MacKinnon, Ph.D., Department of Psychology, Arizona State University, Tempe, AZ 85287-1104.)

Awareness of the alcohol labeling law and exposure to, beliefs about, and memory for the government-mandated alcohol warning label were measured in a sample of adolescents immediately before the label was required to appear (fall 1989) and 1 year after the label was required. After the label was required, there were increases in awareness, exposure, and recognition memory, but there

were no substantial changes in alcohol use or beliefs about the risk written on the warning.

Youth & Alcohol: Selected Reports to the Surgeon General

Report, U.S. Department of Education, Washington, DC, 1993

(Available from Superintendent of Documents, U.S. Government Printing Office, Mail Stop: SSOP, Washington, DC 20402-9328.)

Underage drinking presents a serious health threat to the Nation's education goal that by the year 2000, all schools will be safe, disciplined, and drug free. This monograph contains a collection of reports presented to the Surgeon General of the United States by the Inspector General of the Department of Health and Human Services. These reports contain information that will be useful to educators and administrators who develop or implement school-based alcohol and other drug prevention programs. The reports outline the magnitude of the problem, discuss laws governing alcohol use by students, and provide insight into youth's attitudes about alcohol. Divided into four chapters and an appendix, the contents include a report on the dangerous and deadly consequences of alcohol; drinking habits, access, attitudes, and knowledge from a national survey; drinking and crime; laws and enforcement; and a compendium of State laws.

Meta-Analysis of Adolescent Smoking Prevention Programs

Bruvold, W. H.

American Journal of Public Health 83(6):872-880, 1993

(Available from the Behavioral Sciences Program, School of Public Health, University of California - Berkeley, Berkeley, CA 94720.)

A large number of studies evaluating adolescent smoking prevention programs has been published. Systematic quantitative reviews of this literature are needed to learn what does and does not work. The present meta-analysis focuses on the efficacy of school-based programs. Evaluations of 94 separate interventions were included in the meta-analysis. Studies were screened for methodological rigor and those with weaker methodology were segregated from those with more defensible methodology; major analyses focused on the latter. Behavioral effect sizes were found to be largest for interventions with a social reinforcement orientation, moderate for interventions with either a developmental or a social norms orientation, and small for interventions with the traditional rational orientation. Attitude effect sizes followed the same pattern, but knowledge effect sizes were similar across all four orientation categories. Because behavioral effect represents the fundamental objective of programs for prevention of adolescent tobacco use, the present results indicate that school-based programs should consider adopting interventions with a social reinforcement, social norms, or developmental orientation.

Other Publications

Investigators Demonstrate Link Between Drug Use and Dropping Out of School

Chemical People Newsletter, January/February 1990

(Available from The National Media Outreach Center, 4802 Fifth Avenue, Pittsburgh, PA 15213.)

This article is about the link between drug use and dropping out of school. When a young person uses drugs, the odds the adolescent will not finish school increase significantly, according to data from a national survey conducted by two researchers in New York City. If adolescents can be kept from or at least delayed from using drugs, the chances of them completing high school are much greater. The earlier the drug involvement starts, the greater the risk of dropping out. Other key factors in predicting dropping out of school include having a broken home at age 14, low self-esteem, and participation in delinquent activities.

School-Community Partnership

Ebeling, J. H.

Student Assistance Journal, March/April 1991

A school-community partnership was developed in the town of Nanuet, New York, to bring schools, parents, and businesses together to address growing concern about the use of alcohol and other drugs by minors. Nanuet SAFEHOMES mission is to empower parents to shape their children's values, attitudes, and behaviors concerning alcohol and other drug use. A handbook was developed to serve as a resource guide for parents. It contains information about local teenage drug trends and tells how to identify a suspected alcohol or other drug problem and where to go for help. It also contains a pledge, which over 200 parents signed and returned, affirming that alcohol or other drug use by minors would not be tolerated. A directory of these names was published, with addresses and telephone numbers of participating families. The SAFEHOMES board is composed of school personnel, parents, and other community members who share responsibility for coordinating and implementing programs and activities. The parents involved are establishing prevention programs in their own homes, setting up rules regarding parties and alcohol or other drug use. Recently Nanuet SAFEHOMES began working with local police departments and area businesses to make these groups more responsive to parents' concerns regarding teenage drinking and drug use.

Peer Helping Programs

Greis, L. C.

Student Assistance Journal 3(2):22-25, 51, 1990

Peer helping is coming of age; new applications of the concept are being used every day. The approach is the logical extension of two recent trends in human services delivery: the use of paraprofessionals and the development of self-help groups. Peer helping programs are not only cost effective, they also are potentially perpetual in operation because the students themselves are always changing. When operating efficiently, peer helping functions like a quality group circle in which students manage

student concerns and difficulties in an organized and structured fashion. In the process, peer helpers gain invaluable knowledge, skills, and experience that they carry with them to adulthood. When a school administration begins using peer helping techniques to service students' academic and social needs, existing gaps between needs and services begin to close and strides are made toward improving the total school environment. 12 Ref.

Working Together Model: SAP as a Whole-School Effort

Zimman, R. N.

Student Assistance Journal, May/June 1991

(Available from John Hipple, Appleton Area School District, Appleton, WI.)

Many student assistance programs (SAPs) have a core team organizational structure in which a handful of staff members are given responsibility for planning SAP activities, screening referred students, and placing students in support groups. Core teams limit ownership of the SAP to a narrow group, and the dependence of the SAP on a small group of people renders it vulnerable to failure, sabotage, and burnout. The working together model for SAPs is based on the principle that the SAP should include as much of the school community as possible, rather than distancing itself through an exclusive structure. By increasing the number of staff who are involved in the SAP, the working together model reduces the risk of program failure due to departure of a staff member, sabotage from staff who feel excluded, and burnout from trying to accomplish too much with too few people. While only a few SAP team members will be group facilitators, others are needed to identify and refer students, make classroom presentations to students, make educational presentations to parents, make awareness presentations to organizations, maintain SAP records, design and conduct evaluations, and coordinate SAP activities. SAP team members may be encouraged to volunteer 1 hour per week for SAP tasks. Basic SAP training in the form of a 4- or 5-day experiential workshop is a prerequisite for placement on the SAP team roster. An example is provided of a SAP based on the working together model.

Prevention of Alcoholism in Black Youth

Copeland, P.

In: *Adolescent Substance Abuse: Etiology, Treatment, and Prevention*, G. W. Lawson and A. W. Lawson, Eds., pp. 507-516.

Gaithersburg, MD: Aspen Publishers, 1992

(Available from Aspen Publishers, Inc., 200 Orchard Ridge Drive, Suite 200, Gaithersburg, MD 20878.)

The most effective programs to prevent alcohol abuse among African American adolescents have adapted a culture-specific, alcohol-specific educational model that focuses on the individual and his or her environment. An alcohol education program for black youth must provide opportunities for these youngsters to discard negativism. Many of these youngsters have been hardened by the reality of their life styles, but it is possible to help them beyond the present and set positive goals for the future. Because black youth often are confined to their communities, they may lack knowledge or exposure to the majority community; this can make any contact frustrating, intimidating, or

frightening. Because drinking is part of American society and African American culture as well, youth alcohol abuse prevention efforts should focus on teaching responsible decision making about alcohol use. It is contended that an understanding of the reasons why youth drink, the influence of role models and value systems, and the significance of African American culture are important considerations when designing behavioral change programs. 11 Ref.

Study of Anabolic Steroid Use at the Secondary School Level: Recommendations for Prevention

Buckley, W. E.; Yesalis, C. E.; and Bennell, D. L.

In *Anabolic Steroids in Sport and Exercise*, Yesalis, C. E., Ed., pp. 71-86. Champaign, IL: Human Kinetics Publishers, Inc., 1992

(Available from Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61825-5076.)

Anecdotal accounts from high school athletes, coaches, and athletic administrators suggest widespread anabolic steroids use, which prompted a groundbreaking 1988 survey. The methods and results of this first nationwide survey of anabolic steroid use among the general adolescent male population are presented. Based on these findings, 6.6 percent of 12th grade male students use or have used these drugs; this suggests that between 250,000 and 500,000 adolescents in the country have used or are using steroids currently. Possible methods of preventing adolescent steroid use are discussed. 23 Ref.

Teens Helping Teens

Yates, B.

Adolescence Magazine 5(3):30-31, September 1992

This article discusses and encourages the use of teens as peer counselors and peer teachers. With sufficient training, mature teens are more effective than adults in encouraging honest dialogue or "selling" an idea to their peers. Students participate more enthusiastically and are more likely to internalize whatever suggestions come forth. The positive effect of peer-helping upon peer-teachers, peer-helpers, and peer-tutors appears to be similar, regardless of background. Self-esteem is noticeably improved for high-risk as well as honor-roll students. The change is most apparent in teens who believe they have failed to accomplish anything meaningful in their lives. Participation in these programs can fill the void that is created when teens feel they have no purpose or value at home, at school, or in their community. The article mentions several programs that can be conducted by teens rather than adults.

Your Student Athletes Can Help Prevent AOD Use

Milburn, S. B., and Smith, S. R.

Student Assistance Journal 5(3):25-27, 37, 1992

Student athletes perform in a "fish bowl" in many communities. Their feats and defeats are chronicled by local media. Student athletes tend to be subjected to special public figure pressures. Although student athletes are at special risk for AOD use, they are also in an excellent position to be positive role mod-

els for other youth, especially budding athletes. This article suggests methods for models for athletes in prevention of AOD. They include using the athlete as a peer helper in the classroom setting, establishing peer counseling problems with student athletes talking to young peers about AOD use, refusal skills, self-esteem, and other social competencies, and using student athletes as guest readers and discussion leaders. As it recognizes these athletes as leaders in the awareness and prevention of AOD use, the community can reinforce the athletes' message with community pride and commitment to the same ideals.

Sharing Your Success: Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities, First Edition

Report, August 1991. 216 p.

(Available from Northwest Regional Educational Laboratory, 101 Southwest Main Street, Suite 500, Portland, OR 97204.)

Descriptions are provided of prevention and intervention efforts in nine States and two Pacific territories. Programs are grouped into eight categories: (1) peer programs; (2) student assistance programs; (3) community partnerships; (4) parent programs/family support; (5) comprehensive program models; (6) county, State, and national initiatives; (7) curriculum and staff development; and (8) special events and annual practices. Each category is introduced and provides a list of programs by State. Each program listing includes a contact name, address, and phone number, the intended audience, an overview of the program, and a listing of program components, including community alliances, success indicators, obstacles to implementing the program, and the key to the program's success.

Families and Schools Together (FAST): Prevention Program That Works

McDonald, L.

Family Resource Coalition Report 10(3):10, 1991

(Available from Lynn McDonald, Ph.D., Family Service, Inc., 128 East Olin Avenue, Suite 100, Madison, WI 53713.)

Families and Schools Together (FAST) is a unique alcohol and drug prevention program, a collaboration between elementary schools, a mental health agency, an alcohol and other drug prevention agency, and families, that targets high risk elementary school children using a family-based approach. FAST addresses four factors that have been correlated with adolescent substance abuse: parent substance abuse; low self-esteem; inability to discuss feelings; and lack of routines, rituals, structure, and communication. The children served by FAST are not yet involved with drugs, but are referred through their teachers who find them at risk for school failure, juvenile delinquency, and substance use. The program focuses on strengthening families and building family participation in a community network. Families eat together, engage in family strengthening activities, and learn communication skills. Parents spend time with their at-risk child, which helps build self-esteem for both participants. Families meet weekly in this way and also spend time at these meetings with representatives from the schools, the prevention agency, and the

mental health agency. Exposing families to information and resources in these meetings is seen as an important part of empowerment.

You Can Make a Difference: Characteristics and Skills of the Effective Prevention Teacher: A Guide for Educators and Other Professionals

Christensen, L.

Report, Johnson Institute, Minneapolis, MN, 1992

Increasing national attention on chemical use and abuse by the young people in this country has led educators into the role of prevention specialists. Teachers who begin to assume this role wonder what characteristics, skills, expertise, and approaches are needed to become effective prevention teachers. To uncover the characteristics and skills that make a good prevention teacher, it is important to examine what researchers have defined as the three most important areas of competency for teaching prevention: (1) teacher-student relationships; (2) teacher role modeling; and (3) clear information. The teacher as source of support and referral, as a strong role model, and as a purveyor of reliable, timely, and age-appropriate information about chemical use, abuse, and consequences also are key competencies. Teachers who have cultivated student relationships are the first to sense changes in student behavior, identify potential problems, and make suggestions for seeking help.

Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community

Benard, B.

Report, August 1991, 27 p.

(Available from the Northwest Regional Educational Laboratory, 101 Southwest Main Street, Suite 500, Portland, OR 97204.)

The major protective factors that research has identified as contributing to the development of resiliency in youth are discussed. The commonly identified attributes of resilient children usually includes the qualities of responsiveness, flexibility, empathy and caring, communication skills, a sense of humor, and any other prosocial behavior. Resilient children are considerably more responsive, more active, and more flexible and adaptable. The attributes of social competence, problem-solving skills, autonomy, and sense of purpose appear to be the common threads running through the personalities of resilient children. What clearly emerges as a powerful predictor of the outcome for children and youth is the quality of the immediate caregiving environment. Families that establish high expectations for their children's behavior from an early age play a role in developing resiliency in their children. When children are given responsibilities, the message is communicated that they are worthy and capable of being contributing members of the family. For families to create an environment characterized by the qualities of caring, high expectations, and opportunities for participation, they, in turn, must exist in communities that provide support and opportunities. Caring peers and friends in the school and community environments help create resilient youngsters. Schools that establish high expectations for all kids, and give

them the support necessary to achieve them, have high rates of academic success. 138 Ref.

Groups, Organizations, & Programs on Secondary School Students

Al-ANON Family Groups, Inc.
World Service Office
P.O. Box 862, Midtown Station
New York, NY 10018
1-800-344-2666

Alcoholics Anonymous
World Service Office
475 Riverside Drive
New York, NY 10115
212-870-3400

Centers for Disease Control and Prevention
National AIDS Clearinghouse
P.O. Box 6003
Rockville, MD 20849-6003
1-800-458-5231

Centers for Disease Control and Prevention
National HIV/AIDS Hotline
1-800-342-AIDS

Center for Substance Abuse Treatment
Drug Abuse Information and Treatment Referral Hotline
1-800-662-HELP

Department of Education Regional Training Centers

Midwest Regional Center for Drug-Free Schools and Communities
1990 Spring Road, 3rd Floor
Oakbrook, IL 60521
708-571-4710

Northeast Regional Center for Drug-Free Schools and Communities Evaluation and Dissemination
12 Overtone Avenue
Sayville, NY 11782
516-589-7022

Southeast Regional Center for Drug-Free Schools and Communities
Speceriran Office Plaza
Suite 350
University of Louisville
Louisville, KY 40292
502-588-0052

Southwest Regional Center for Drug-Free Schools and Communities
University of Oklahoma
555 Constitution Avenue
Norman, IK 73037

Western Center for Drug-Free Schools and Communities
Northwest Regional Education Laboratory
101 S.W. Main Street
Suite 500
Portland, OR 97204-3212
503-275-9500

Hazelden Educational Materials
P.O. Box 176
Center City, MN 55012
1-800-328-9000

Indian Health Service
Colorado River Service
Route 1, Box 12
Parker, AZ 85344
602-669-2137

Institute on Black Chemical Abuse Resource Center
2616 Nicollet Avenue, South
Minneapolis, MN 55407
612-871-7878

Johnson Institute
7205 Ohms Lane
Minneapolis, MN 55439-2159
1-800-231-5165

Marin Institute for the Prevention of Alcohol and Other Drug Problems
24 Belvedere Street
San Rafael, CA 94901
415-456-5692

Mothers Against Drunk Driving (MADD)
511 East John Carpenter Freeway,
Suite 700
Irving, TX 75062
214-744-6233
1-800-GET-MADD

Nar-Anon Family Group
213-547-5800

Narcotics Anonymous
818-780-3951

National Asian Pacific American Families Against Substance Abuse, Inc. (NAPAFASA)
420 E. Third Street, Suite 909
Los Angeles, CA 90013-1647
213-617-8277

National Association of Perinatal Addiction Research Education (NAPARE)
11 East Hubbard, Suite 200
Chicago, IL 60611
312-541-1272 (Publications)
1-800-638-BABY (Phone Counseling)

National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20847-2345
301-468-2600
1-800-729-6686

National Coalition of Hispanic Health Services Organization (COSSMHO)
1501 16th Street, NW
Washington, DC 20036
202-387-5000

National Cocaine Hotline
1-800-COCAINE

National Council on Alcoholism and Drug Dependence, Inc.
12 West 21st Street
New York, NY 10010
212-206-6770
1-800-NCA-CALL

National Families in Action
2296 Henderson Mill Road
Suite 300
Atlanta, GA 30345
404-934-6364

Office on Smoking and Health
3005 Rhodes Building (Koger Center)
Chamblee, GA 30341
404-488-5705

Parents' Resource Institute for Drug Education, Inc. (PRIDE)
50 Hurt Plaza, Suite 210
Atlanta, GA 30303
404-577-4500

Rational Recovery Systems
P.O. Box 800
Lotus, CA 95651
916-621-2667

RID USA (*R*emove *I*ntoxicated *D*rivers)
P.O. Box 520
Schenectady, NY 12301
518-372-0034

Secular Organizations for Sobriety (SOS)
P.O. Box 5
Buffalo, NY 14215
716-834-2922

Students Against Driving Drunk (SADD)
200 Pleasant Street
Marlboro, MA 01752
508-481-3568